DOCUMENT RESUME

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TITLE	CLAIM: Classroom and Instructional Management Program. Description of Teacher Inservice Education Materials.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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DESCRIPTORS	*Behavior Change; Changing Attitudes; *Class Management; *Classroom Techniques; Discipline; Elementary Secondary Education; *Inservice Teacher Education; *Learning Modules; *Skill Development; Teaching Skills; Validated Programs

ABSTRACT

The teacher inservice learning module described here is intended to build skills, provide information, encourage attitude changes, and increase the understanding of teachers in regard to behavior modification and classroom management. Behavior analysis is focused as a desired skill, and practical techniques of behavior modification are included. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED169021

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: CLAIM: CLASSROOM AND INSTRUCTIONAL MANAGEMENT PROGRAM

Publication Date(s): Copyright 1975

Intended Users: Inservice teachers; the describer believes that the material could be useful to preservice teachers as well.

Grade Level(s): The developer has designed the material primarily for those teachers at the elementary level, but states that much of the material could have value for teachers at the secondary level.

Number: Individual or group

Primary Focus: The intent of the product is to build skills, provide information, encourage attitude changes and increase the understanding of teachers in regard to behavior modification and classroom management. Behavior analysis is focused as a desired skill, and practical techniques of behavior modification are presented.

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School subject(s) and/or inservice topic(s) covered:

The inservice topic covered is classroom management, emphasizing the maintenance of discipline through the use of various behavior modification techniques, such as reinforcement.

What participant does in using the materials:

The user reads the material, engages in discussion with peers and a group leader, views audiovisual material, and implements suggested activities with his or her students in a classroom situation.

Resources:

Resources include a 260-page Participant's Book, a 60-page Coordinator's Book, and four filmstrips/cassette tapes, which run for approximately 10 minutes each. Equipment needs include a filmstrip projector, projection screen and a cassette tape player. An instructor is needed to establish course structure and to lead group sessions, as well as to make organizational arrangements. A classroom of students should be available to each participant. The course may be scheduled for six, ten, or 14 sessions of approximately one hour each.

Describer critique:

The product has value for any teacher concerned with the maintenance of discipline in a classroom. The clarity of language and clear delineation of several classroom management and reinforcement methods and techniques contribute to the usefulness and applicability of the product. The program is well-designed for practical teacher use, and does not demand that an excessive amount of time be spent in order to acquire desirable skills and understanding.

SP014 021

CM42 discipline - behavior modification - reiforcement/punishment/reward TD

1.0 PURPOSES:

Rationale

On page two of Unit One the developer states: "The classroom and Instructional Management Program is based on the notion that a teacher cannot be all things to all people, but that the teacher can contribute substantially to the development of important behaviors and skills in children. To begin to solve serious problems, teachers need practical solutions that they can apply in the classroom because, utlimately, this is where the teacher's responsibility lies."

Goals

On the ordering form the distributor states the purpose of this program: "It [CLAIM] is designed to help teachers acquire skills that will reduce behavior problems in the classroom and increase the amount and quality of academic work done by the students; in sum, to make classrooms more rewarding for teachers and children alike." The developer states in the overview in the Coordinator's Book that, "The Classroom and Instructional Management Program . . . is designed to help teachers acquire skills that will help them reduce the frequency of behavior problems in classrooms and increase the amount and quality of academic work done by students."

Objectives

Objectives are given for each unit. Examples of these are:

Unit I "At the end of this unit, a teacher will be able to:
- analyze specific behaviors and tell what events control or influence them.
- Identify several methods of weakening undesirable behavior...

Unit 4 - "On completing this unit a teacher will be able to:
- Get new behavior started and reinforce successive approximations through shaping, prompting and imitation...

Unit 7 -"Specify when and how to use simple punishment to weaken undesirable behavior...

Unit 8 "At the end of this unit a teacher will be able to:
- Schedule activities within a day to maximize reinforcement of desired behaviors."

2.0 CONTENT — Scope and Sequencing of Topics:

The product contains the following components:

CLAIM - Classroom and Instructional Management Program

Participant's Book	260 pages
Preface	
Unit 1: The Classroom as an Exchange of Behavior	pages 1-22
Unit 2: What Influences Behavior	pages 23-64
Unit 3: Pinpointing Target Behaviors, Planning Progressions, and Measuring Results	pages 65-102
Unit 4: How to Use Social Reinforcers	pages 103-126
Unit 5: How to Design and Implement a Token Economy	pages 127-184
Unit 6: How to Use Contingency Contracts	pages 185-212
Unit 7: Responsive Weakening Methods	pages 213-236
Unit 8: Tips on Managing the Classroom	pages 237-251
Coordinator's Book	60 pages
Preface	
Overview and Chapters for each unit in Participant's Book	10 pages
Four filmstrips with tape cassettes	
Program A "Introduction to Behavior Analysis"	10 minutes
Program B "Selecting Reinforcers"	8 minutes
Program C "Social Reinforcers"	10 minutes
Program D "A Token Economy"	12 minutes

Although the developer does not state that the material is to be used sequentially, the describer infers that the developer intends that it be used in order.

There are no prerequisites for use of this product nor does the describer feel any are necessary.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The course can be self-instructed or implemented in a group with a coordinator or group leader.

In group use, the user interacts with peers and a group leader, and his or her own students in carrying out activities. The user will read the material, engage in discussion with peers and the group leader, view audio/visual material, take check-ups (i.e., carry out activities with classroom students and practice exercises).

The coordinator presents the material, leads discussions, sets up meetings, and plans the agenda for each.

The course may be scheduled for 14, ten, or six sessions, at the discretion of the coordinator and the group. The sessions should be no less than a week apart and will last approximately one hour each.

3.2 Help given in use of product:

A Coordinator's Book is provided with the product. The coordinator may be a teacher, principal, consultant or a member of the special services staff.

Guidelines for adaptation involve scheduling, and the manual suggests plans for covering the course in various time spans.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each unit contains check-ups which may be oral, but are usually written. These apply to various sections of the unit. Practice exercises are applied to the user's classroom students and the results can be discussed in course-unit periods with peers and the group leader. There is no overall assessment instrument.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The user may spend an hour a week for as many as 14 weeks and as few as six. The developer recommends at least ten weeks.

Space and equipment requirements are a classroom, filmstrip projector, projection surface, tape cassette player and a school with pupils. Pens or pencils are needed.

The user's school must supply all administrative/organizational arrangements, such as the coordinator, teachers, classroom space, school building and students.

5.2 Distributor name/address:

Walker Educational Book Corporation
Department C4
720 Fifth Avenue
New York, New York 10019

(212) C05-3632

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CLAIM - CLASSROOM AND INSTRUCTIONAL MANAGEMENT PROGRAM				
includes:				
8 Participant's Books	$14.80 each	no	1/participant	yes
1 Coordinator's Book	6.60 each	no	one	yes
Filmstrip/cassette program "Introduction to Behavior Analysis" "Selecting Reinforcers" "Social Reinforcers" "A Token Economy"	60.00 set	no	one set	yes
Total package:	$81.40			
with 7 additional Participant's Books:	$180.00			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by CEMREL, Inc. - Instructional Systems Program. The project staff included: Director: David R. Buckholt or Marquette University,
Associate Director: Daniel E. Ferriton of the University of Arkansas,
Staff: Howard N. Sloane, of the University of Utah,and
CEMREL staff: Kathryn S. Rogers, Gabriel M. Della Piana, and Ina Fitzhenry Coor.

6.2 How developed and when:

The product is the result of six years' research, development, field-testing and feedback from over 100 classroom teachers. The product was developed by the Instructional Systems Program of CEMREL in St. Louis by behavioral scientists and teachers. It was field-tested in 15 sites in Missouri and Tennessee.

6.3 Evidence of effectiveness with users:

No field-testing results have been provided by the project staff.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is effectively designed to enable the user to apply the principles of behavior modification to classroom situations.

The product is primarily designed for elementary school teachers, but is adaptable for teachers at the secondary level as well as principals and other school personnel. All subject areas are applicable.

The technical quality of the printed material is very good--the books are well-bound and easy to read. The technical quality of the filmstrips and tapes is good. The sound and the visuals are generally clear; the audio-fram advancement signals of the filmstrips is clear. The filmstrips are in color. However, in filmstrip program B, a series of references is difficult or impossible to read.

Content accuracy/social fairness/community acceptance issues:

While the content is empirical in nature (as opposed to factual), it is based on research and application. The information is based on current study and theories of behavior modification.

There are no ethnic nor sex biases evident.

The content is controversial to the extent that some people may be offended by or disagree with behavior modification philosophies and techniques presented by the program.

Overall summary/comment:

The main strengths of the product lie not only in the strategies presented to teachers for maintaining discipline and providing a learning atmosphere in the classroom (they appear to be workable), but also in the clarity of language in all of the product components. The developer makes the point that there was teacher input into the development of the product, and the language is refreshingly free of educational or behavioral jargon. Any obscure terms are clearly defined and the entire product is highly readable and clearly expressed. The activities are designed to help teachers achieve the given objectives, and the entire course is of value to teachers interested in or concerned with effective classroom management. Beginning teachers may find it of special value. The content of the filmstrips and tapes serve as good reinforcement for the content of the printed material.

MB-9/77